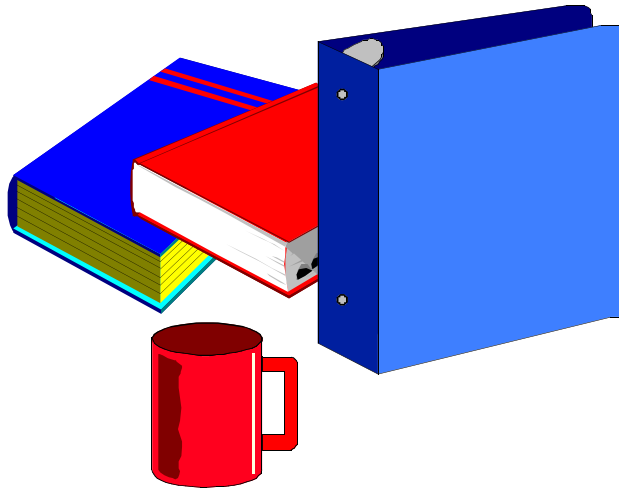


**Direct Support Professional Training
Year 1**

Teacher's Resource Guide



Session #11 Leisure and Recreation

**California Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

1999

List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	Communication	3 hours
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Positive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
Total Class Sessions		12
Total Class Time		35 hours

Session: 11
Topic: Leisure and Recreation

Core Objectives: Upon completion of this module, the DSP should be able to:

- LR-1 Promote community participation in leisure and recreation activities.
- LR-2 Research, develop and maintain information on community and other resources that meet individual leisure and recreation needs.

Time:	<i>Review of Homework Assignment</i>	5 minutes
	<i>Key Words</i>	2 minutes
	<i>Review Questions</i>	3 minutes
	<i>Introductory Discussion</i>	10 minutes
	<i>Visualization Exercise</i>	15 minutes
	<i>Being a Community Connector</i>	30 minutes
	<i>Fitting the Activity to the Person</i>	10 minutes
	BREAK	15 minutes
	<i>Natural Supports</i>	25 minutes
	<i>Additional Types of Support</i>	35 minutes
	<i>Organizations and Other Resources</i>	15 minutes
	<i>Discussion of Previous Homework Assignment</i>	10 minutes
	<i>Presentation of Next Homework Assignment</i>	5 minutes
	Total Time	180 minutes

- Materials:**
- Overhead Projector or LCD Projector with compatible laptop computer and PowerPoint application;
 - Hard copy of overheads or disk with PowerPoint presentation;
 - *Resource Guide* for all class participants; and
 - 100 blank notecards, 5 different colored transparency markers (if transparencies are used) or regular markers (if flip chart paper is used)

Preparation

Review the *Homework Assignment* and resource guide and make notes for your presentation on the presentation outline. Remember to practice reading visualization exercise aloud several times.

Review of Homework Assignment

Do

Show overhead #1

Say

Welcome to Session #3, Leisure and Recreation

We'll review the Homework Assignment just before the end of this session.

Key Words

Do

Show overhead #2

Say

As always, you will find a list of key words that you will hear a lot during today's session.

They are:

- Leisure
- Community Connections
- Natural Support
- Family, Friends, Associations

Your Presentation Notes

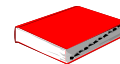
**Session 11:
Leisure and Recreation**



Session #11, Overhead 1

Key Words

- **Leisure**
- **Community Connections**
- **Natural Support**
- **Family, Friends, Associations**



Session #11, Overhead 2

Review Questions

Do

Show overheads #3 and #4

Say

The important points from today's presentation and activities are summarized in the review questions. As always, those questions are in your resource packet right after the key words. The review questions for today are:

1. What is the number one reason most people participate in recreation?
2. What are services and supports available to everyone called?
3. What do you call it when you change an activity to make it easier for everyone to participate?
4. What are the three roles of the DSP in assisting people to participate in recreation?
5. Support from a regional center is using what kind of service?
6. What is the first thing you should do to figure out if a support is needed?
7. What kind of relationships do children often make at school?
8. Where do adults often make friends?

Your Presentation Notes

In-Class Review

- What's the #1 reason to participate in recreation?
- What services and supports are available?
- How do you adapt an activity?
- What are 3 roles of DSP?
- A regional center is?

Session #11, Overhead 3

In-Class Review, continued

- What's the first step?
- What about relationships made at school?
- How are friends made?
- What should we keep in mind?
- What's a natural support?

Session #11, Overhead 4

9. A final thing to keep in mind when supporting a person in a recreational activity is?
10. What is it called when someone at work helps a co-worker?

Your Presentation Notes

Introduction

Say

Welcome to the next-to-last class session. Remember, you'll be taking the test at your next session. It will cover all eleven sessions and if you've been listening, participating in the discussions, completing the activities and homework, you should be in good shape to pass the test.

Say

At the end of your *Resource Guide* you will find Session #12. It contains helpful hints for test taking, preparation and study as well as a *Key Word Dictionary* that includes key words from all 11 sessions of this training.

Ask

What has been the most important information that you have learned so far in the course?

After everyone has had a chance to volunteer something . . .

Say

The only thing missing from that list is leisure and recreation. In fact, leisure and recreation activities are often missing when talking about services for children and adults with developmental disabilities.

Do

Conduct an activity to identify the reason people participate in recreation.

Give each person four index cards and -

Say

I would like you to write one reason why people participate in recreation on three of these cards. Please keep one blank.

After a few minutes

Ask

What are some of the reasons you have written down?

Do

Compile them on a blank transparency or on flip chart paper.

Say

Some are of your reasons are . . .

Be sure FUN is on the list...if no one suggests it, add it yourself and -

Your Presentation Notes

Ask

Now, please write the one reason that best describes why you participate in recreation on the remaining card, choosing from the list that we have developed.

After a minute or so:

Say

Please hold up your card.

Tally the responses with checkmarks on the transparency or flip chart.

If the number one response is then FUN, immediately put up overhead #5: Fun.

If not, re-frame their responses by saying that what you feel they are telling you can be summed up by the word . . . FUN!

Do

Show overhead #5

Visualization Exercise

Say

Right now, I would like to read something to you.

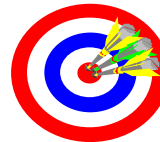
Read

Guided Visualization on the next 2 pages.

Your Presentation Notes

Number 1 Reason

FUN



Session #11, Overhead 5

INTRODUCTORY VISUALIZATION EXERCISE

EVERYONE, PLEASE GET VERY COMFORTABLE IN YOUR CHAIRS.
(WAIT A COUNT OF FIVE SECONDS) TRY TO RELAX. BE SURE YOUR FEET ARE COMFORTABLE AND YOUR HANDS ARE TOTALLY RELAXED. BREATHE DEEPLY FROM YOUR STOMACH LIKE THIS.....BREATHE IN TO A COUNT OF FIVE...1...2...3...4...5... HOLD IT FOR FIVE...1...2...3...4...5... BREATHE OUT FIVE...1...2...3...4...5...PAUSE FOR FIVE...1...2...3...4...5...NOW, CLOSE YOUR EYES AND BREATHE IN ...1...2...3...4...5...
HOLD 1 2 3 4 5 OUT 1 2 3 4 5 PAUSE 1 2 3 4 5 IN _____ HOLD _____ OUT _____ PAUSE _____
KEEP BREATHING DEEPLY.

NOW, I'M GOING TO DESCRIBE TWO DIFFERENT DAILY ROUTINES TO YOU. PRETEND THESE ARE YOUR ROUTINES AS I TAKE YOU THROUGH THEM. GET IN TOUCH WITH HOW YOU FEEL AS YOU GO ABOUT YOUR FIRST SCHEDULE. READY..... TODAY YOU WILL FOLLOW A REGULAR SATURDAY ROUTINE.....

(READ THIS IN A PUSHED, BUT BORED VOICE) GOT TO GET UP AT SEVEN, THERE'S THE ALARM, RIIIIING, JUMP OUT OF BED AND DON'T FORGET TO MAKE IT RIGHT AWAY, PUT ON MY CLOTHES, GO DOWN TO BREAKFAST, MAKE THE TOAST FOR EVERYBODY, AGAIN, WASH THE DISHES, OH, GOTTA CLEAN MY ROOM NOW, THE CLOSET..... TAKE MY DIRTY CLOTHES TO THE LAUNDRY, STRAIGHTEN ALL MY DRAWERS, VACCUUM, DUST, HAVE SOMEBODY CHECK IT..OH, YES, FORGOT TO HANG UP MY ROBE, THERE, THAT'S DONE..... WATCH A LITTLE TV, EAT LUNCH, CLEAN THE LIVING ROOM...MAKE SURE I DUST ALL THE SHELVES....VACCUUM, STACK THE PAPERS, LOOK AT SOME MAGAZINES...OH, GOOD, THERE'S ONE ON COUNTRY MUSIC, I SEE GARTH, GO TO MY ROOM, LISTEN TO THE RADIO FOR AWHILE...COUNTRY FROGGY.... TAKE A WALK TO THE BACKYARD, OH, FORGOT TO TAKE OUT THE GARBAGE, DO THAT, HAVE A SNACK, WATCH CMT...WONDER IF I'LL SEE A NEW MUSIC VIDEO OF GARTH, TIME TO GET READY TO HELP WITH DINNER, MAKE

THE SALAD, EAT DINNER, WATCH SOME TV, TAKE MY BATH, LAY OUT CLOTHES FOR TOMORROW, GO TO BED. OH, BUT WAIT! HERE'S ANOTHER SATURDAY....

(*READ THIS IN AN EXCITED, HAPPY VOICE*) GOT TO GET UP AT SEVEN...GOT LOTS TO DO TODAY....RIIIING..JUMP UP AND PUT ON MY JEANS AND TENNIS SHOES...GOTTA HAVE A QUICK BREAKFAST 'CAUSE TODAY IS SOFTBALL PRACTICE AT ELEVEN AND SAM'S COMING BY TO WALK WITH ME....OH, BETTER BE SURE MY ROOM LOOKS OKAY...TOSS MY NIGHTGOWN IN THE DIRTY CLOTHES, PULL UP THE COVERS,....GOOD ENOUGH. OH, THERE'S THE DOORBELL...GREAT, I'M READY...I JUST LOVE SOFTBALL PRACTICE...MAYBE I'LL SEE THAT CUTE BOY FROM CHURCH THERE.....WHEW! A GREAT PRACTICE.....I'M STARVING! SAM ALWAYS LIKES GOING TO AROMA'S FOR COFFEE AND A SNACK...I'LL SUGGEST THAT.....GOTTA GET HOME SO I CAN GET A LITTLE GARDENING DONE BEFORE DINNER. I'M GOING TO TRY THAT NEW RECIPE I LEARNED AT WEIGHT WATCHERS. I'M GLAD I SHOPPED LAST NIGHT. YEP, I KNEW IT, DINNER WAS TERRIFIC...GET THOSE DISHES DONE, SO I CAN TAKE A QUICK SHOWER. OH...WHERE ARE MY BOOTS...OH, HERE THEY ARE IN THE BACK, AND MY RUFFLY SHIRT AND THE TIGHT JEANS, OH, BOY READY FOR LINE DANCE LESSONS AT THE COMMUNITY CENTER....HOPE I CAN REMEMBER BOOT SCOOTIN' BOOGIE...OH, WELL, I KNOW THE INSTRUCTOR WILL LET US REVIEW SOME...SHE'S SO PATIENT. ANYWAY, I'M ONE OF THE BETTER DANCERS. WHY, MY FRIEND SUSIE IS TERRIBLE! SHE SAYS SHE HAS TWO LEFT FEET. LET'S SEE, GOT MY BUS PASS, AND SUSIE WILL GIVE ME A RIDE HOME...MAYBE WE'LL GO OUT TO THE CLUB DOWN THE STREET, JUST FOR ONE BEER AND MAYBE THEY'LL PLAY BOOT SCOOTIN BOOGIE OR SOMETHING WE CAN DO THE ELECTRIC SLIDE TO...GOTTA GET HOME BY ELEVEN OR SO, THOUGH, CAUSE CHURCH IS TOMORROW AND I MIGHT SEE THAT BOY.....

OKAY, NOW, OPEN YOUR EYES SLOWLY, GET ACCUSTOMED TO THE LIGHT AND LET'S TALK ABOUT THESE DAYS.....

Do

After reading the visualization, lead a discussion about the feelings that each routine caused.

Ask

What words describe how you feel about the first routine? (such as boring, no fun, all work, etc.).

What words describe how you feel about the second routine? (such as fun, varied, exciting, individual, friends, etc.).

Say

A big part of the role of the DSP is to support people with disabilities to have lives that are as interesting as the life of the person in the second routine.

Community Connector

Do

Show overhead #6

Say

In order to help people connect with their communities, the DSP has the responsibility to get to know the local community and to get to know each individual. Many of the activities in this session are designed to help you be a good community connector.

Your Presentation Notes

The DSP as a Community Connector

- Knows the community
- Knows the person's
 - Likes/dislikes
 - Method of communicating
- Expects success
- Trusts others to be welcoming
- Forgives easily, builds on mistakes
- Focuses on gifts and abilities
- Understands how to "assist gently"
- Has a good sense of humor

Session #11, Overhead 6

Discuss

Lead a brief discussion of the items on the Community Connector list, for example, *what are some of the gifts and talents of the people you support, sports, hobbies?*

Fitting the Activity to the Person

Say

Find the Activity Checklist in your resource packet. It looks like this (hold one up and refer to page number).

I want you to fill it out.

It's about how recreation fits into your life.

After a few minutes . . .

Ask

Each person to select a partner and share the activity checklist.

After a few minutes . . .

Do

Show overhead #7

Conclude by discussing the various types of activities people in the group are involved in by asking about who participates in: team

Your Presentation Notes

The DSP as a Community Connector

- Knows the community
- Knows the person's
 - Likes/dislikes
 - Method of communicating
- Expects success
- Trusts others to be welcoming
- Forgives easily, builds on mistakes
- Focuses on gifts and abilities
- Understands how to "assist gently"
- Has a good sense of humor

Session #11, Overhead 6

Activity Checklist

I prefer activities where I am:

Alone With a couple of friends In a big group

When I have free time, I: (circle as many as you wish)

Watch TV	Go to the health club	Read a book
Work on a hobby	Go out to dinner	Travel
Go on a walk	Listen to music	Take a class
Make something	Hang out with friends	Camp
Take a nap	Play on a team	Go shopping
Hike	Go to a concert	Play
Think	Watch sports	Play with pets
(other)	(other)	(other)
(other)	(other)	(other)

Session #11, Overhead 7

Activity Checklist:
My Own Leisure/Recreation Style

I prefer activities where I am:

Alone

With a couple of friends

In a big group

When I have free time, I: (circle as many as you wish)

Watch TV

Go to the health club

Read a book

Work on a hobby

Go out to dinner

Travel

Go on a walk

Listen to music

Take a class

Make something

Hang out with friends

Camp

Take a nap

Play on a team

Go shopping

Hike

Go to a concert

Play

Think

Watch sports

Play with pets

(other)

(other)

(other)

(other)

(other)

(other)

sports (for example, football, softball, fitness activities), individual activities (for example, golf, fishing, hobbies like gardening, cooking, playing a musical instrument, reading, watching television.

Discuss

Point out the diversity of interests of participants and emphasize that the individuals that DSPs support have the same diversity of style and interest.

Ask

About how much time does each person spend on these recreation/leisure activities each week?

Use a show of hands

Less than an hour? up to two hours? five hours? up to ten hours? over ten hours?

Say

The following activity will give you some practice in looking at a person's interests and matching those interests to leisure and recreational activities

Do

Divide participants into groups of four or five so you have a maximum of five groups.

Your Presentation Notes

Say

I want you to turn to the pages in your *Resource Guide* which describe five individuals (refer to the page number).

Say

Following the description of the 5 individuals is a list of 12 activities.

Your job as a group is to find at least two activities that you think are a good match for each individual.

Do

Read each individual's description and then give the group 2-3 minutes to decide which activity might be appropriate.

Do

Show overhead #8

Record the answers

Go through each person one at a time and draw a line between the person and the suggested activities.

Call on the first group and ask for one matching activity.

Go through each group asking for one matching activity. After each group has had the opportunity to respond:

Your Presentation Notes

The Right Match!

- | | |
|--|---------|
| 1. Taking a class about getting college scholarships | |
| 2. Taking a drumming class | Susan |
| 3. Fishing with one other person | |
| 4. Joining a soccer team through the "Y" | Dionne |
| 5. Learning to make comics | |
| 6. Going on a "garden walk" with the garden club | Sam |
| 7. Joining Cub Scouts | |
| 8. Learning to play bridge | Sherril |
| 9. Taking a class in water painting | |
| 10. Going to a rock concert | Diego |
| 11. Joining the Computer Club | |
| 12. Taking a class to learn to swim | |

Session #11, Overhead 8

Activity: A Good Match!

First, read the descriptions of the following five individuals.

Susan is a young woman in her mid-twenties. She has many important gifts. She loves being around people and is usually happy and outgoing. She smiles often and people respond to her quickly. She has excellent fine motor skills. In fact, she works part time for a computer chip company putting together very small pieces of equipment with tweezers. She is able to understand one or two-part simple directions. At work, she uses an enlarged picture to remind her of how to do her job. She also has multiple disabilities: difficulty speaking, difficulty walking (she uses a wheelchair for long distances), and she understands best when only one idea at a time is discussed. She likes music and pictures in magazines. She also likes to be well groomed and have her clothes match well.

Dionne is eight and he is all boy! He likes to roughhouse with his dad and older brothers, wrestling around on the floor with them. However, he is pretty timid around strangers. Dionne has a hard time staying with any activity for long and he requires a 1:1 aide in school to keep him paying attention to what the teacher is saying or what the assignment is. He can read a little and seems to always choose books or magazines about sports. He is very coordinated and can run quite fast. One concern is that Dionne doesn't seem to have a very good idea about how to keep himself safe...he will run away from people with him and has run into the street a few times without looking.

Sam is in his early fifties. He lives in a home with five other men. Sam keeps to himself a lot, and refuses to go into the living room when the TV is on. All kinds of noise seems to bother him. Sam enjoys music played softly and he also likes to spend time outdoors. He often will pick flowers from the yard and put them in a vase for the dining room table. Sam likes everything to be organized and in its place. Having something moved or being prevented from following his daily routine can result in Sam becoming very upset and screaming...sometimes even hitting himself. Sam does like going out for coffee when there aren't many people in the shop.

Sherril is seventeen and lives with a foster family. Sherril has cerebral palsy and uses a motorized wheelchair to get around. She uses a communication device that prints what she types on a piece of paper. She is able to move her right hand and arm fairly well. She is able to feed herself, but needs a lot of assistance. She goes to a regular high school, where she has resource room support. She intends to transfer into a junior college program when she graduates. She hopes to be able to learn to get more experience with adapted computer equipment so she can get a good job when she's older. Sherril is quite shy and seems to do best with just one other person or in a small group, so there aren't too many conversations going at once.

Diego is in his mid-thirties and doesn't have a lot of skills. He does have a great smile, and it is obvious to everyone he meets when he likes something: he smiles and yells in delight. It is just as obvious when he doesn't like something....he cries and screams. He can feed himself, but he is not able to take care of his toileting needs. He can walk and often takes walks with staff. He also seems to like going in the car, especially if the trip includes a stop at Dairy Queen. He goes to an adult day activity program, where he seems to cry and scream a lot more than he smiles. There isn't a lot to do there that he can take part in, so mostly he just sits for long periods. He has, at times, gotten really upset and has knocked over work tables. But on the days when the "music therapist" comes by, he is always happy. He loves hitting his hand on the table in time to the music.

Next, work with your group on the following page to complete this activity.

Draw a line between each name on the right and at least two activities that seem like a good match based on the information you just read about each person.

1. Taking a class about getting college scholarships

2. Taking a drumming class

Susan

3. Fishing with one other person

4. Joining a soccer team through the "Y"

Dionne

5. Learning to make ceramics

6. Going on a "garden walk" with the garden club

Sam

7. Joining Cub Scouts

8. Learning to play bridge

Sherril

9. Taking a class in water painting

10. Going to a rock concert

Diego

11. Joining the Computer Club

12. Taking a class to learn to swim

Ask

Are there are possible activities that were missed.

Do

The same for each scenario. Use a different color marker for each person. You will find that there are many suggestions for each individual.

If an answer seems unusual, ask what about the person indicated the activity would be a good one.

Ask

What did you think about that activity?

Would it make sense to use this kind of matching activity where you work?

BREAK for 15 minutes

Presentation on Natural Supports

Introduce by mentioning that the word **support** is a very important one for today's class session.

Do

Show overhead #9

Your Presentation Notes

Support



Session #11, Overhead 9

Ask

What does support mean?

To support a person means being a friend, looking for strengths, not judging, assisting-not doing for, being encouraging, and just “being there” for a person.

Write those ideas on blank transparency or flip chart.

Do

Show overhead #10

If using transparencies, cover up all but *Natural Supports* and begin by explaining Natural Support -

Say

Natural supports are freely available and are often the result of participation in associations of one kind or another (for example, churches; clubs; community service organizations).

Natural supports are family, friends, staff members, community members and others that know and care about a person and with whom the person likes to spend time.

The term *natural support* is an important topic when working with people with developmental disabilities.

Your Presentation Notes

**3 Types of
Service & Support**

- **Natural Supports**
- **Generic Supports**
- **Developmental Services**

Session #11, Overhead 10

It's something that most of us often take for granted, however, people with developmental disabilities often have few natural supports.

Ask

Can you give me some examples of natural supports in your lives.

Ask

Why are natural supports important?

Discuss

You should hear comments like: makes you feel part of something, gives you friends, are your most important relationships, helps you, makes you feel good.

Ask

How are natural supports important to persons participating in recreation and leisure activities?

Discuss

You should hear comments like: helps you make friends, being a "buddy", helps support you when you first try something, "smooths the way" if there are problems, helps people be more independent, they "just feel good."

Do

Move to *Generic Services* on transparency.

Your Presentation Notes

3 Types of Service & Support

- Natural Supports
- Generic Supports
- Developmental Services

Session #11, Overhead 10

Say

Explain that generic services are services that everyone in the community uses. They are not just for people with disabilities.

Generic services include: Parks and Recreation programs, Big Brother/Big Sister organizations, Boys and Girls Clubs, Boy Scouts and Girl Scouts, any volunteer/service organizations such as Rotary or Lions club or the Chamber of Commerce.

Ask

Are there other examples of generic services in this community?

Do

Finally, move to term *Developmental Services*.

Say

This includes any organization developed to provide assistance solely to people with disabilities and their families.

Examples include Regional Centers and Special Olympics.

Ask

Are there other examples?

Some communities have classes designed especially for people with disabilities, like monthly dances through Parks and

Your Presentation Notes

**3 Types of
Service & Support**

- **Natural Supports**
- **Generic Supports**
- **Developmental Services**

Session #11, Overhead 10

Recreation, or “Swim Classes for People with Disabilities.”

Say

The importance of participation in typical community life...for children and adults with developmental disabilities has been a constant theme throughout this training.

Natural supports are important for participation in community life.

Let's take a closer look at *natural supports*.

Do

Show overhead #11

Say

In developing natural supports, it's important to ASK, ASK, ASK.

Is the natural support needed by the person?

Is the natural support available to the person?

Does the natural support meet the person's needs?

These are important things to think about when developing or using *natural supports*.

Your Presentation Notes

3 Types of Service & Support

- Natural Supports
- Generic Supports
- Developmental Services

Session #11, Overhead 10

Ask, Ask, Ask

- Is the natural support needed?
- Is the natural support available?
- Does it meet the person's need?

Session #11, Overhead 11

Do

Show overhead #12

Say

Families are families forever.

Ask

Who lives with their parents or other family members?

Ask

Who has seen their parents or a brother or a sister in the last month?

Ask

How many times a year do people see their parents?

Say

As you can see, this differs for everyone.

Family is basic-everyone at least starts with a family.

Say

Friends and peers come from many places.

Children in the neighborhood; children at school, classmates or peer tutors; co-workers; and, neighbors.

Your Presentation Notes

Family and Friends

- **Family is basic to everyone at some time**
 - **Shouldn't be only natural support**
- **Friends/peers come from many places**
 - **Children: school and neighborhood**
 - **Adults: often from work**

Session #11, Overhead 12

Ask

The group to go back into their groups of four or five

Say

I would like you to spend a few minutes looking at the natural supports for someone that you know at work.

Each of you should complete the circle found in your *Resource Guide* (refer to the page number).

After you have all completed the circle, talk about it with the others in your group by looking at all of them.

How are they the same?

How are they different?

Discuss

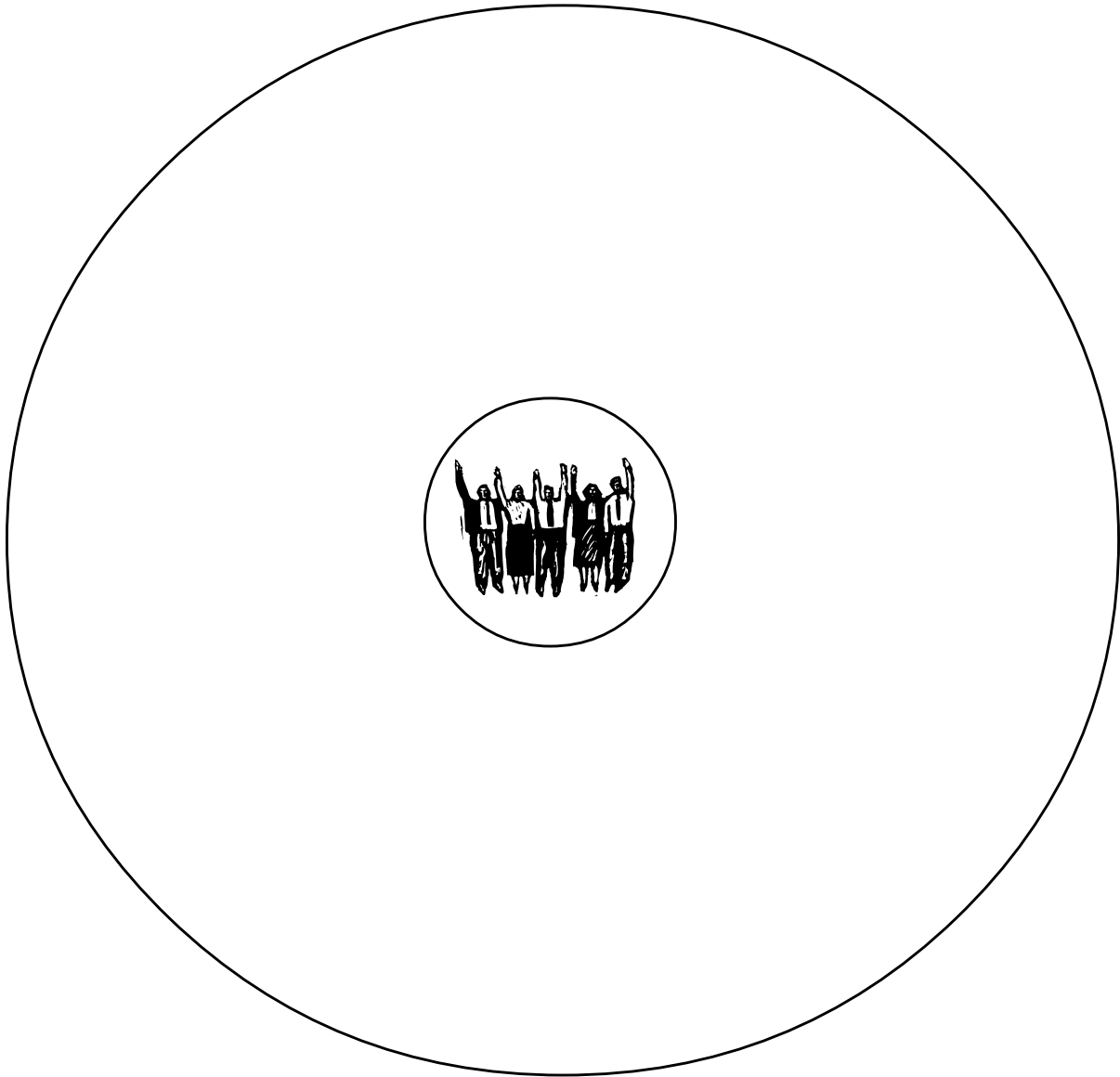
After about 10 minutes, ask the groups to report what they found out about the similarities and differences. Also, ask the participants to talk about the similarities between their own circles and those of the people with whom they work.

Say

In order to broaden the circles of the people at your work, it's important to have some familiarity with the organizations in your community.

Your Presentation Notes

Activity:
A Circle of Natural Support



Who are the people in the circle of natural supports for someone with whom you work? Who are family, friends, staff members, community members, others that know and care about this person? With which people does this person like to spend time?

Do

Show overhead #13

Say

Some community organizations provide associations exclusively for people with developmental disabilities, for example:

People First
"Best Buddies"
Special Olympics

Other organizations have reached out and adapted what they do for people with developmental disabilities, for example:

Challenger Division of Little League
Scouting

There are also many other typical community groups (for example, churches, clubs, service organizations) which have possibilities for developing natural supports and associations for the people with whom you work.

Ask

Does anyone have experience with any of these groups?

Discuss

Group experiences with community organizations. Which are the best ones? Which have been the most accepting to people with developmental disabilities?

Your Presentation Notes

Associations

- **Exclusive focus**
 - People First
 - Best Buddies
 - Special Olympics
- **Reaching out**
 - Challenger Division
 - Scouting
 - Others (for example, churches, clubs, service organizations)

Session #11, Overhead 13

Do

Show overhead #14

Say

The DSP can help develop leisure and recreation experiences for people in a variety of ways:

Providing information about community activities and organizations.

Discussing activities and community organizations whenever asked.

Encouraging participation in activities.

Connecting people with each other or with groups who have common interests.

Accompanying someone to an activity or organization when needed.

Helping figure out accommodations such as transportation or support.

Help provide assistance, encouragement and support to develop natural supports.

Your Presentation Notes

How Can the DSP Help?

- **Information**
- **Discussion**
- **Encouragement**
- **Connecting**
- **Accompanying**
- **Figure out accommodations**
- **Assist in using natural supports**

Session #11, Overhead 14

Do

Ask participants to turn to the role-playing activity in their *Resource Guide*.

Hold it up and refer to the page number.

Explain that this activity will give everyone an opportunity to experience what it will be like to act as a community connector.

The activity contains five situations, each of which has three roles: an individual with a disability, a representative from a community organization and a DSP. Explain that everyone is going to get an opportunity to play each role.

Go over each scenario briefly, and then allow about 15 minutes for the activity.

Discuss

What worked (and what didn't) in gaining access to community resources and natural supports.

Ask

How people felt when they were the person with a disability?

Answers such as "ignored, unimportant, etc.

Ask

How it felt to be the DSP and discuss

Your Presentation Notes

Activity: A Role-Playing Exercise

Making Connections

Listed below are several situations involving three people: (1) an individual with a disability (or that person's family), (2) a person to be approached in hopes of getting access to community resource and (3) a DSP, who is going to act as a go-between. Choose one of the situations and have each member of your group play a role. Select another situation, and each person in the group should select a different role. Finally, repeat the exercise one more time, playing the remaining role. After three exercises have been completed, each person in the group will have played each role. Be prepared to discuss with the larger group what worked (and what didn't) in gaining access to community resources and natural supports.

Situation A:

- (1) Joe is a young man with autism. He uses few words. He jogs 20 miles a week and likes to run in local road races. He is new in town.
- (2) Raul is the head of a local running club, which has about 30 members. Raul is totally "into his sport" but has no experience with people with developmental disabilities.
- (3) As the DSP, your job is to introduce Joe to Raul, and to get Raul to help find someone willing to run with Joe once or twice a week and to take him to local road races.

Situation B:

- (1) Sally has just moved into town and wants very much to attend a Methodist church close to her home.
- (2) Rev. Anderson supports diversity, but wonders whether Sally might be more comfortable going to the neighboring developmental center to worship.
- (3) As the DSP, your job is to introduce Sally to Rev. Anderson, and to find a way for Sally to be welcomed into their church community.

Situation C:

- (1) Billy, who lives with his foster parents, has Down Syndrome and really likes baseball. He has been in Challenger baseball, but he wants to join a “real” Little League team. He is pretty good at batting, but he has a hard time catching and throwing the ball.
- (2) The coach is a man who believes all kids should be able to play Little League ball. He is worried about what the other parents would think if he lets Billy on the team.
- (3) Your job, as DSP, is to think of a way to convince the coach that Billy should be on the team (he's really not a lot worse at baseball than some of the other kids.)

Situation D:

- (1) Candace has always wanted to be like her mother and be a member of the Soroptomists, a service organization for women.
- (2) Emily is the membership chairman for the local chapter. She is generous to a fault and likes to give money to charitable causes. She is hesitant, however, about how her fellow members might respond to Candace, who uses a wheelchair and has trouble understanding complex conversations. What if Candace is at a meeting and needs help to go to the bathroom or gets upset about something?
- (3) As the DSP, it's your job to introduce Candace to Emily and to convince the Soroptomists to welcome her into the club.

situations where the person was successful as a community connector?

Say

As you can see, the role of community connector is an important one and a difficult one as well.

Do

Show overhead #15

Say

Mention that the DSP has a role to be available if questions arise.

Using Natural Supports doesn't mean just leaving things to chance.

There may need to be some training before starting or just be available to answer questions and provide encouragement. Be sure to check how things are going frequently.

You need to be available to problem solve before a little thing gets big!

Ask

Everyone to get out their Homework Assignment.

Spend approximately ten minutes talking about the resources they brought in.

Your Presentation Notes

Supporting the Supports

- **Be available to answer questions**
- **May need to provide training**
- **Provide encouragement**
- **Don't forget to "check in"**

Session #11, Overhead 15

Go over the two scenarios in the homework packet and ask participants to answer the questions.

Say

That completes our session on leisure and recreation.

I hope you had fun learning about how to support people in having fun.

Next week is your test.

Say

At the end of your *Resource Guide* you will find Session #12. It contains helpful hints for test taking, preparation and study as well as a *Key Word Dictionary* that includes key words from all 11 sessions of this training.

Remember to review your questions and answers from each week as well as your resource guide.

See you next week!

Your Presentation Notes

Homework Assignment for Session #12:
Your Test

Study the information in Session #12 about test-taking, review the *Key Words Dictionary* and the Resource Guides for all eleven sessions.

If You Want to Read More About Leisure and Recreation

A Guide to Developing Community Connections

Compiled by Patsy Davies & Claudia Bolton (1996) Self-Published; available from Allen, Shea & Associates, 1040 Main Street, Suite 200B, Napa, CA 94559.

A user-friendly workbook that can help a DSP increase skills needed to connect people to community.

Don't Forget the Fun: Developing Inclusive Recreation

by Komissar, Hart, Friedlander, Tufts and Paiewonsky at Project Rec (1997)
Institute for Community Inclusion (UAP), Children's Hospital, Boston, MA 02115

An excellent, comprehensive manual that is very readable and well-organized. Includes such topics as "Developing Supports" and "Accommodation Strategies".

Lifelong Leisure Skills and Lifestyles for Persons with Developmental Disabilities

by Luanna Meyer, et al, (1995); Paul Brooks Publishing Co.; ISBN 1-55766-147-2

Provides information on teaching various leisure skills. Also includes forms and assessment strategies.

Inclusive Leisure Services

By John Datillo, Venture Publishing Co. (1994); ISBN 0-910251-68-1

Provides information about various disabilities, including blindness and other physical challenges. Also includes a summary of ADA and its application to leisure services.

References for this Session

A Guide to Developing Community Connections

Compiled by Patsy Davies & Claudia Bolton (1996); Self-Published

Community Leisure and Recreation

Edited by Les Haywood, Butterworth-Heinemann Ltd. (1994); ISBN 0-7506-0688-6

Don't Forget the Fun: Developing Inclusive Recreation

by Komissar, Hart, Friedlander (1997); Tufts and Paiewonsky at *Project Recreation*; Institute for Community Inclusion (UAP), Children's Hospital, Boston, MA 02115

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